

University of Montana

ScholarWorks at University of Montana

UM Graduate Student Research Conference (GradCon)

An Inclusive Future: Creating Interest, Diversity and Inclusion in Archaeology through Children's Literature

Erin D. Rosenkrance
er233418@umconnect.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/gsrc>

Let us know how access to this document benefits you.

Rosenkrance, Erin D., "An Inclusive Future: Creating Interest, Diversity and Inclusion in Archaeology through Children's Literature" (2021). *UM Graduate Student Research Conference (GradCon)*. 1.
https://scholarworks.umt.edu/gsrc/2021/sshum_poster/1

This Poster Presentation is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in UM Graduate Student Research Conference (GradCon) by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

An Inclusive Future: Creating Interest, Diversity and Inclusion in Archaeology Through Children’s Literature



Erin D. Rosenkrance
Department of Anthropology, University of Montana



Introduction

- In the wake of major social justice movements such as the Dakota Access Pipeline, LGBTQ Rights, and Black Lives Matter, the topics of inequality and diversity have become major talking points across the globe.
- Universities and Colleges have made a call for representation by BIPOC (Black Indigenous People of Color) faculty, staff and student body.
- Finding commonality with the subject is vital for this connection to occur.
- For many, the term Archeology stirs images of Indiana Jones, King Tut and Mayan temples but for many in the BIPOC community there is little connection aside from grave robbing and historic erasure, making it difficult for them to participate in the profession.
- In the field of Anthropology and Archaeology, the need for more representation is obvious and in order to garner a more diverse academic landscape, the profession needs to change its approach. By turning to future generations to

Question

- How do we garner interest within these fields, while creating a landscape of inclusion for BIPOC students?

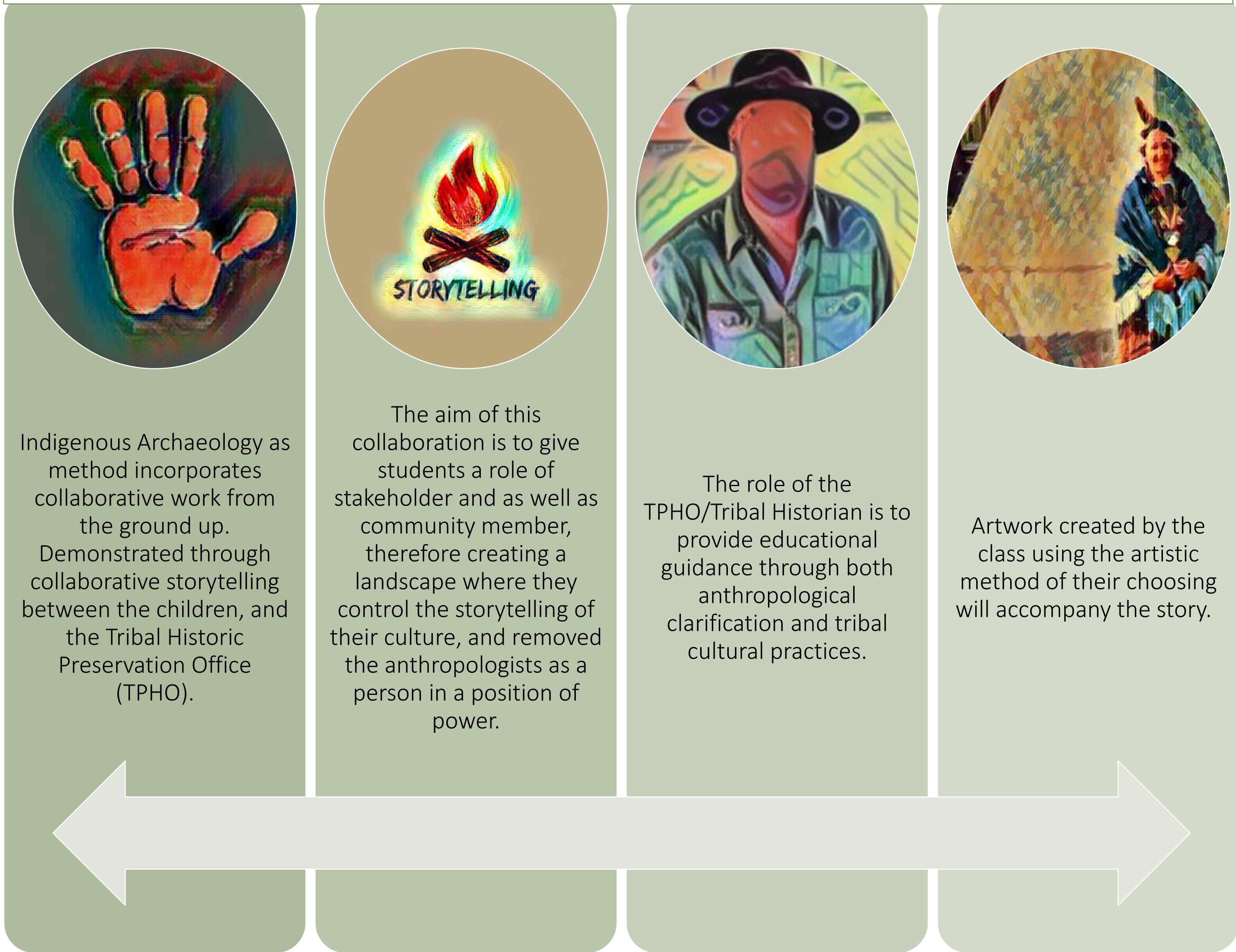


Table 1. Visual .

Methods and Materials

This children’s book of Archaeology and Anthropology will be written from the focal point of a tribe and will include a BIPOC professional. Together they will explore the culture and will engage in cultural practices. The aim is to incorporate basic understandings of vocabulary, methods, and theories while helping the reader understand the culture in focus. Concepts such as culture, kinship, race, and society through both written word and artwork will be expressed in dialogue between the BIPOC Professional and the subjects. Commonality, understanding and inclusion by contrast and comparison as well as through material exchanges as a model.

Story Creation Guide

A basic story outline to guide students through the project is as follows:



What’s next?

- Approach tribal THPO’s, and educational departments to garner interest.
- Approach the OPI Indian Education for All - Montana Office of Public Instruction to follow guidelines of education as well as yield another aspect of collaboration within the project.
- Begin researching and writing grants to fund this project.
- Work with schools to collect data regarding preconceived notions of Anthropology and Archaeology then compare it to data collected post project to determine if a shift occurs among the students.
- Encouraging growth of the project to include cultures across the world.

Contact

Erin Rosenkrance
Department of Anthropology, University of Montana
Email: erin.Rosenkrance@umontana.edu

References

Cachon, Jean-Charles2015 Ancient Indigenous Communication: An Exploratory Multidisciplinary Model. The International Journal of Diverse Identities.

NICHOLAS, G.P. 2008. Native peoples and archaeology, in D. M. Pearsall (ed.) *Encyclopedia of archaeology*: 1660–9. New York: Elsevier.

Nicholas, George P., and Joe Watkins 2014 Indigenous Archaeologies in Archaeological Theory. In *Encyclopedia of Global Archaeology*, Claire Smith, editor, pp. 3777–3786. Springer New York, New York, NY. http://link.springer.com/10.1007/978-1-4419-0465-2_263.

Sillitoe, Paul1998 The Development of Indigenous Knowledge: A New Applied Anthropology. *Current Anthropology*).